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ABSTRACT

This paper deals with various teaching methods and techniques currently is use in junior colleges in the Chicago area including traditional as well as innovative methods. The basic assumption is that teaching and learning are both essential aspects of the same system. The human services field is defined as encompassing the basic area of social work where course delivery is as important as course content. The factors affecting human services education and the dichotomies and assumptions concerning learning are examined. The types of methodology considered include 1) learning model, 2) memorization vs. integration, 3) social sensitivity in group process; and 4) tradition in progressive teaching. The final section of the paper examines the lecture, the discussion method, and simulation and reality techniques under the headings of purpose, variations, advantages, cautions, syndromes, suggestions, and comments with the intention of suggesting ideas for possible learning experiences. (MBM)

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HUMAN SERVICES COURSE

DELIVERY SYSTEMS

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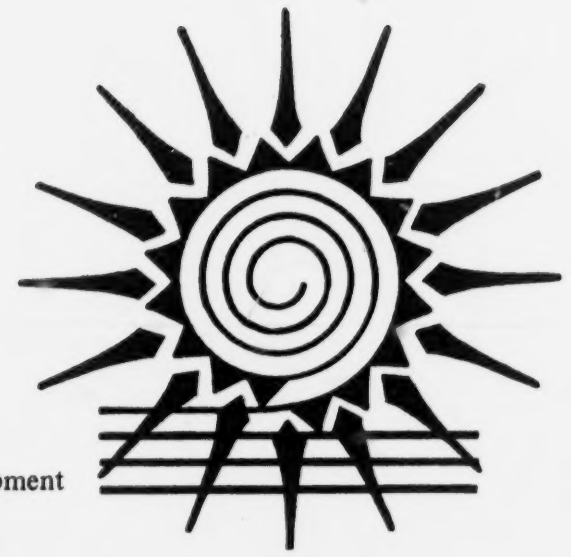

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INTRODUCTION

Rather than be exhaustive and relate to the entire "process of education," this paper will deal primarily with the various teaching methods and techniques currently in use, as researched in various junior colleges in the Chicago area. Although the majority of the methods researched were traditional, newer and more innovative methods that have actually stimulated students will be discussed also. This report brings together some basic issues in human services education that make it unique in the educational field. However, we will not deal at length with any one specific course. Based on the premise that course delivery systems, or teaching methods and techniques, are applicable in any educational or training situation, with modification for students, teachers, and content, this presentation leaves the ultimate decision of "what to use when" entirely up to the situation and the people involved. Thus, we will not discuss specifically one age level of students, or one client population who receive services, or any restricted area of the human services. A basic assumption behind this paper is that teaching and learning are both essential aspects of the same system, and as such, one needs to study the theories, practices, and assumptions of both. Hopefully, this presentation will aid teachers and trainers in re-examining their priorities in the field of education, and open ways of being more innovative and experimental, so that the inner creativity and wealth of knowledge among teachers and students does not become stifled into an old, one-way rut.

FACTORS AFFECTING HUMAN SERVICES EDUCATION

Within the ever-expanding field of education, the area least integrated into the daily routine of the majority of teachers (aside from the lack of what Bruner[1] calls "the process of education"--its philosophy, theory, and structure) is teaching methodology and technique. The basic techniques of lecture and discussion are used indiscriminately for almost any kind of subject matter, and the daily plans of teachers still focus primarily on the content of the courses without also seeking out newer and better (more innovative) means of course delivery. A course on how to feed pre-school children will result in very few highly skilled child-care workers if the only teaching technique, from teacher to student, is the lecture. Innovation in any field does not necessarily mean discarding existing structures, but it does mean, at least, seeking alternatives, seeing present situations in new ways, or bringing to focus important basic or related issues that can create new and more workable situations or solutions.

In the human services, a field that encompasses the basic areas of social work, as well as the newer helping professions, the importance of course delivery, as well as course content, became obvious through the conflicts that arose among the development of new jobs, the lack of adequate preparatory curriculum, and the needs of urban and rural communities, mostly untouched by human concern. Human service fields have since expanded quickly to encompass the needs of everyone, although still primarily dealing with the poor. However, the quest for meaningful learning experiences, so heartily espoused by Dewey[2] and so generally lacking in the mass of American school systems, continues in the human services field, due to the fact that social problems and inequities connot be handled with theory only, with memorization, or with any of the other inadequate devices and idealisms of education as practiced on well-fed, well-clothed, and well-familied people. Despite the fact that some educators (Pestalozzi,[3] Montessori,[4] Dewey,[5] Neill,[6] etc.) have been loudly proclaiming that traditional education does not work even in the so-called normal, middle-class school system, its total lack of effectiveness can be seen when traditional theories and methods are attempted in the so-called normal, lower-class school system: amongst the poor, the "benignly neglected," the "disadvantaged," the "culturally deprived." The innovation and experimentation that has been tried in an attempt to solve the massive problems of society through the human services has initiated a change away from the rigidity and traditionalism of educational systems in other areas.

The study of course delivery systems, approaches, and methods, then, is an integral fiber in the development of the total education-training-rehabilitation[7] network of the human services. However, still other factors have helped create concern in the human services for functional course delivery systems, as well as relevant and effective course content: (1) the growing concern for education and socio-political involvement on the part of the poor, and concomitant changes in teacher education; (2) the conflict between the growing and all-encompassing field of human services (primarily composed of what are tentatively called paraprofessionals and "New Careerists") and the existing social work field (consisting wholly of academically degreed

professionals); and (3) the increasing demand and supply of instructional materials, audio-visual materials, and publishing-house-guaranteed learning programs, all of which usually do not concern themselves with soundly and theoretically based methodology.

The New Teacher and The Poor

The "new teacher," in effect, encompasses all teachers everywhere. A teacher becomes a new teacher when the specific problems of each situation are encountered with openness, creativity, and a real focus on the needs, problems, goals, and conditions of the people taught. The new teacher in the human services (such as child care, teacher aide, mental health, dental technology, community representation, and social work), who educates and trains those who will be giving these services, must be concerned with at least two things:

(a) the quality and efficiency of course content and methods in relation to the students' knowing and understanding skills and previously gained knowledge;

(b) the quality and efficiency of the service that is delivered by the student in the job situation.

Thus, the teacher's concern touches the diversity of needs and desires of both the students and those served by the students. For instance, a single college practicum class in child care might have enrolled in it mothers, either wed or unwed, whose children attend child care agencies, older women whose children have grown, college- and high-school-age people, and retired people. Some of these students may be going on to social work degrees; others may have sacrificed just as much to get the AA degree, and others may be just taking courses. Besides this diversity in the classroom, diversity in the community where the services are rendered is even more overwhelming. Thus, in developing human services curriculum, methods, and materials, the problems specific to the students as well as the the clients of human services must all be accounted for.

In many cases, the student in human services comes from and subsequently works with the large population of American citizens that have lived their lives in some form of ghetto--an urban enclosure controlled from without, a land reservation with many externally imposed restrictions, a rural area separated from convenience and prosperity, or camps maintained only for the assurance of cheap labor. Understanding this ghetto background, the teacher's job in the classroom becomes even more complicated, necessitating a personal learner's focus on students' needs, since the unique problems of the poor are going to have to make a difference in how he or she teaches. The problems to be dealt with in human services education, learning, and teaching are multiple, complex, and interconnected, ranging from malnutrition (which affects all aspects of personal growth, development, and interaction) and illiteracy to lack of political power. Within these confining problems, poor people have found it difficult to convince themselves of their importance or usefulness, since the complexity and inequity of social organization is so often dependent on complicated machinery, both technological and political. "No more intolerable condition can be

imposed on a human being than to render him useless. Yet, one of the most devastating conditions of modern man, uselessness, is the overwhelming plight of the disadvantaged."[8] Lack of authenticity in self-identity is also another handicap found among the poor. Uselessness engenders conflicts about one's own identity, effect and potentiality for oneself and for the community. B. Othanel Smith states the problem very clearly:

> Study after study suggests that teachers do not empathize with children from very poor areas, and with Negroes, Mexicans, Puerto Ricans, and Indians. Teachers depress the self-esteem and underrate the capacity of these children. They are unable to relate behavior at school to the home situation of these children, to understand their learning difficulties, or communicate effectively with their parents....If we believe that half of the people cannot think for themselves, and act accordingly, we will establish a society and a school system that will make it impossible for half of the people to think for themselves....The teacher who is not alerted to the devastations of enforced uselessness, segregation, and bureaucratic management is not adequately educated. The teacher who is not prepared to alter, through the schools, the devastating conditions of enforced uselessness, segregation, and bureaucratic management, is not adequately trained.[9]

Professionals and Paraprofessionals

The existing profession of social work jealously guards its position, very much as the medical profession does, against infringement of its work and responsibilities, even when the work becomes more than it alone can handle. Differential staffing, use of indigenous workers, academic recognition for life and work experience, and community control are the generally difficult aspects of the new field of human services that the professional is unwilling to accept. In order to maintain the profession and its standards, very high academic qualifications are established. Too often, these academic hurdles are rooted primarily in theory and in narrow practice, and are far away from the reality of poverty and its concomitant social problems. Thus, teachers and social workers are more interested in their professional roles, in "seeking to be initiated into a privileged order, through which, without having to complete the lengthy education for the practices of psychiatry, he could easily...figure people out, and then proceed to straighten them out."[10] The new careers methodologies are functionally adapted from the reality of concrete situations, and are in direct opposition to the rigid "theory" of the social workers. Only recently have the established social workers begun to see the problem of relevancy and of relating it to the practices of schoolroom training.

Instructional Materials and the Hand of God

Behavior modification theories and programmed instruction spawned a drive to patch the inadequacies of method, content, and teacher education by supplying self-help books, machines, and other assorted contraptions. From some success with these arose the notion that deficiencies in education and poor student responses must derive

primarily from an immense lack of instructional materials within the human services (books, tapes, diagrams, charts, maps, projectors, films, etc.), and that better services would result simply with the development of many new materials. Admittedly, such a void existed, and still does, to an extent. But to place the entire burden of salvation on mute and cold things is ridiculous. The question of how these instructional materials might be useful to the student's learning, and why, was rarely answered. This "cut and paste" appendaging of materials onto an educational system that lacked some fundamental structures and cohesion resulted only in old ways of doing things with new materials. The teachers were again left to personal ingenuity to pick and choose materials, to supplement them with their own experience, and to devise personal means for evaluation. Thus, the primary problem still exists: undue emphasis is placed on materials rather than on the process of teacher-student interaction.

DICHOTOMIES AND ASSUMPTIONS CONCERNING LEARNING

The means by which teaching methods are formulated are based, either consciously or unconsciously, on some basic assumptions and observations on how people learn, and the best ways of facilitating learning. To facilitate the best learning, these assumptions cannot be left to chance or taken for granted. As part of a philosophy of teaching and learning, clarified assumptions help maintain consistency of method, form, and delivery within all courses. Too often, however, teachers develop curriculum, methods, and materials with only a superficially conscious knowledge of what and how ideas, concepts, or skills are learned. In such situations, the student becomes less a learner who is concerned both about what is learned and how best to continue on his own, and more like a lump of clay, upon which the teacher presses, squeezes, smashes, and generally forces pre-digested information. Rather than a controlled learning experience with an open and inquisitive atmosphere, the threat of punishment (bad grades) and reward (good grades) spurs students on to forgetful memorization, to attempts at out-guessing the teacher, and to considering learning an uneventful chore. John Dewey describes this, in comparing traditional education and progressive education. Chart A is drawn from Dewey's Experience and Education.[11] It is based on the dichotomies of education, such as development from within or formation from without--and education based upon natural endowments, or based on the process of overcoming natural inclination and substituting in its place habits acquired under pressure.[12]

A more radical, although interesting, comment on the traditional approach sees three possible viewpoints or attitudes held about childhood and the process of education. "The first of these viewpoints holds that childhood is some sort of disease, which must be purged or cured--as rapidly as possible, and by whatever means possible. The second holds that childhood is some sort of crime or sin, which must be punished or corrected...and the third holds that children are some kind of non-human animals which must somehow be reformed into human beings."[13] Education is essentially seen as a static, non-changeable quantity that is used to mold, acculturate, and civilize the student. Thus, the methods and contents are the cultural products of societies that assume the future to be no different from the past. Even so, the societies continue to try to use the quantified education as "educational food in

CHART A

Traditional Education	Progressive Education
Main purpose: to prepare young for future responsibilities; to ensure that past bodies of information continue to float into the new generation.	Main purpose: to prepare young for future responsibilities; to make available critical contact with past bodies of knowledge; to stimulate individual goal-seeking; to learn how to learn.
How main purpose is achieved: by acquiring the organized bodies of information set down in the past.	How main purpose is achieved: by knowing the past to know the present better; by experiencing activities and things, both for present pleasure, and for opening up future experiences; by using everything and anything to experience here-and-now activity and feelings.
Where achieved: in school.	Where achieved: anywhere.
Student role: to be docile and obedient; to follow external discipline; to learn, by drill, isolated facts; to prepare for a vague and remote future.	Student role: to become goal-oriented, integrating, and aware of the changing world.
Teacher role: to be the classroom authority; to act as a spokesman for society; to enforce rules, values, and learning procedures; to dispense grades.	Teacher role: to provide quality experiences, having future use as well as present value and pleasure.

a society where change is the rule, not the exception."[14] The methodology that has been derived from the traditional approach is generally a one-way avenue of information flow from teacher to student. No feedback, no intra-student learning, and no questions are possible.

Within Dewey's progressive approach lies the other half of the dichotomy (education based on personal natural endowments) that states that experience is the basis of education (learning by doing), and that, independent of desire or intent, every experience affects the person's acquisition of knowledge and involvement with further experiences. Thus, it is the business of the educator to arrange for the kinds of experiences which do not turn the students off, either for present enjoyability or for openness to future experiences. Effective instruction, both in terms of content and method, results in learning, while ineffective instruction does not.

Chart B illustrates the formation of an eclectic approach to teaching and learning, based on a synthesis of the various dichotomies of education. Either extreme tends to negate the presence of the other, even though some aspects of each side are valuable. Based on the notion from Oriental philosophy, that two things in polar opposition to one another cannot exist unless the other exists, the eclectic approach realizes that freedom without structure and structure without freedom negate the existence of each other. To put it simply, a free thing is not free unless it exists in relation to an opposite. If freedom in a classroom were complete, then chaos would result, for there would be no structure, resulting in a total lack of freedom. For freedom to exist completely, structure must also exist completely. Thus, freedom exists within a framework of structure.

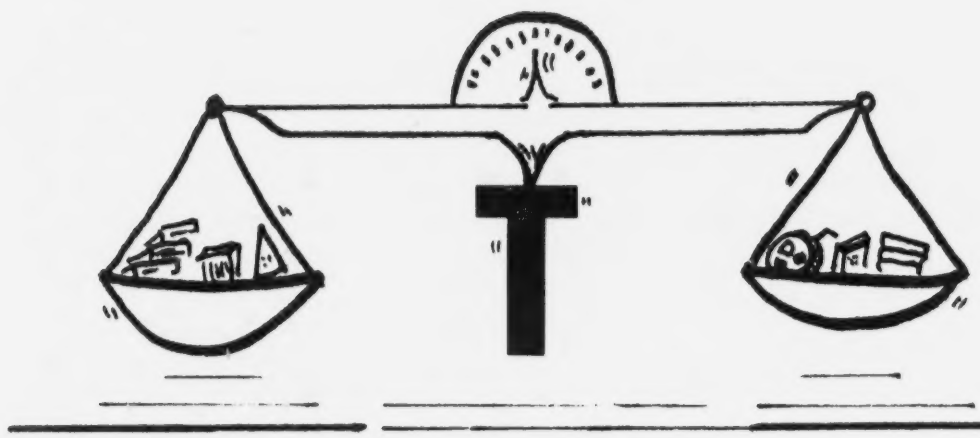
The same principle applies to the other dichotomies: content-centered versus student-centered, where the emphasis is placed on "covering ground" in a topic, as opposed to making sure that students understand the content by providing every effort possible; teacher-autocracy versus group process, where the teacher-as-dictator conducts the class only for his benefit and his goals, as opposed to the teacher-as facilitator,[15] who conducts a democratic, decision-making process, concerning what is learned and how, utilizing the class itself (the latter based on Dewey's contention that first-person learning teaches better than any kind of a second-hand, pre-digested attempt at teaching); and memorization versus inquiry,[16] where emphasis is placed on the mere learning of facts, applicable or not, which makes knowledge dependent on the small number of facts retrievable from memory, as opposed to mastering the process of learning along with the learning of facts, which creates freedom for inquiry and a means for learning things yet unknown. Each of these dichotomies shows up in everyone's teaching methods, either consciously or unconsciously, and they determine, to a large extent, the effectiveness or ineffectiveness of the instruction. Research indicates that a flexible balance from both sides of each seemingly unreconcilable dichotomy should become the conscious basis for any curriculum or course delivery system development.

CHART B: Eclectic Teaching Derivations

Traditional	Progressive
structure	freedom
content-centered	student-centered
teacher autocracy	group process
vicarious learning	experiential learning
memorization	inquiry

↓

An Eclectic and Balanced
Teaching Methodology, Having
Synthesized All the Areas of Influence



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GUIDE TO METHODOLOGIES

Methods are distinct from techniques. A method is the general approach, encompassing attitudes, theories of learning, and assumptions that a teacher uses for a whole course. A technique is a specific way of handling an activity within the classroom that is consistent with the method. A teacher may use the method of turning the whole class into a developing group to teach group process. A specific technique might involve little or no lecturing on the teacher's part, with only an occasional process observation from his participant-observer position. The use of a text may or may not be a part of the class. Another technique might be the use of role-playing, in which students take on and act out particular attitudes or viewpoints, and in the process find new personalities opened to them and understandings revealed about themselves and other members of the group.

Basically, methods can have one of these relationships to content: 1) methods can be considered important, and can be drawn from, and have their basis in, the content; or 2) methods can be considered unimportant and entirely separate from or insignificant to content. The second relationship is the basis for proclaiming that "anything can be taught by anyone to everyone," which is the theory behind the notion that, if you only lecture, everyone will easily understand the content, and those who do not will not, and nothing can be done about it. The first relationship remains the significant one. Throughout the whole curriculum development process, if attention is focused on student needs and goals, as voiced and expressed by students themselves, as well as the goals of the subject and the teachers, the direction and scope of delivery can be pointed out, and the methodology of a course can come directly from the process. Thus, both content and method are developed in such a way as to achieve certain behavioral objectives. Specific techniques are plugged in or invented where appropriate to the methodology.

The following flow charts (C, D, and E) quickly describe the steps in one process of pulling methods from content. Using a modified systems approach to curriculum development,[17] the basic content is derived from an analysis of human service jobs, and broken down into their component tasks. What needs to be known in order to accomplish the tasks, and the degree of proficiency necessary in order to do them well, are the major considerations in developing the final curriculum. The kinds of instruction needed become apparent upon analyzing the job tasks toward which education is aimed. Theoretical and practical kinds of education can be provided by the schools, while the specific duties of the job itself can be taught through on-the-job training. Each of the educational and agency spheres must offer a process of education, the goal of which is to deliver the kinds of knowledge and skills that need to be learned.

The following statements and elaborations (p.12) describe and compare some exceptional teachers, their methods, and their course derivations. Only one followed the scheme presented in Chart D. Each describes his (her) methods, learning assumptions, and goals. They are presented here as a sample of some reality statements that exemplify many of the comments made earlier. Included are:

CHART C: Career Options System

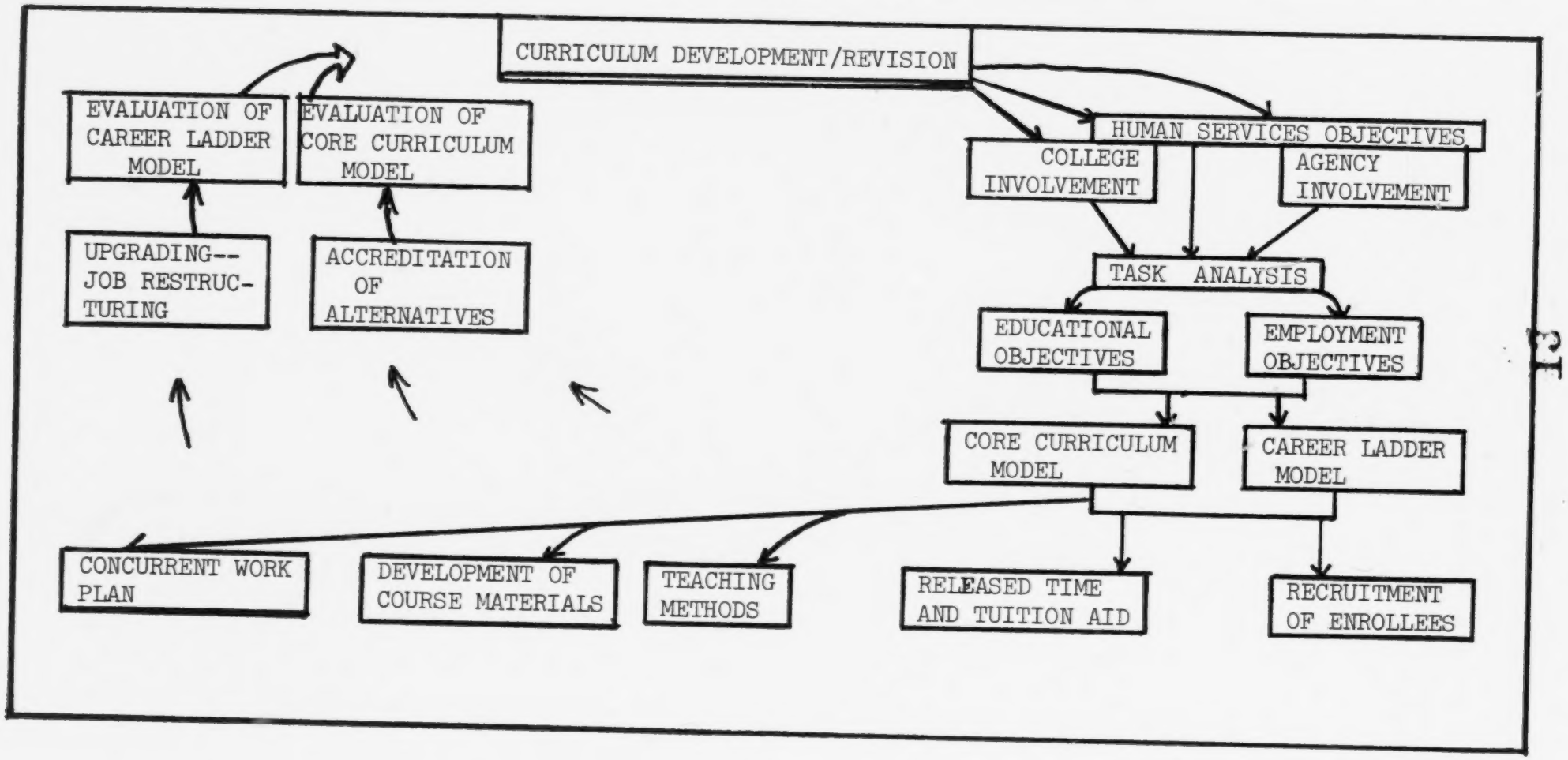


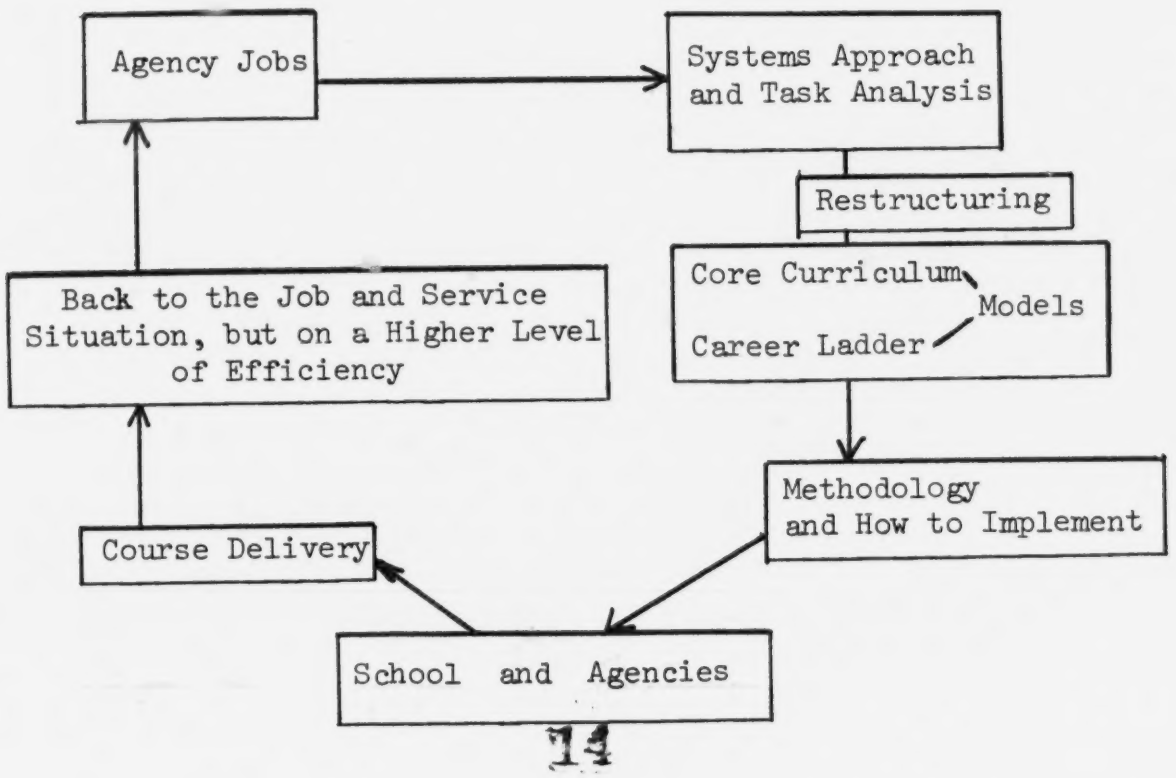
CHART D: Curriculum in Relation to Methods

CORE CURRICULUM MODEL

Includes: (1) outline of knowledge and skills needed to be known to accomplish tasks;
(2) performance standards by which tasks are to be done;
(3) behavioral objectives of students.
Thus, by comparing and weighing all three components, the teacher and students determine what specific items could be learned most effectively from the various methods now existing (i.e., individual readings, interesting presentations, demonstrations, discussions, role-playing, or other methods); what audio-visuals would be most effective; whether or not practice is needed, and if so, how much; whether or not there is a need for developing totally new methods or combinations of techniques; and whether or not this material can be taught at all.

TEACHING METHODS → feedback

CHART E: Systems Approach and Course Delivery



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A. Learning Model--Doing is Learning
B. Memorization vs. Integration--Feedback from On-The-Job
C. Social Sensitivity in Group Process
D. Tradition in Progressive Teaching

A. Learning Model

"Learning Model [is where] pupils discover for themselves.... Students actually teach themselves. They are helped to set goals, to plan ways of achieving these goals, and to evaluate their efforts to participate completely in their own education. My method is to have a relaxed atmosphere, [with] panel and group discussions, individual reports, role-playing, resource people, and actual trial-and-error techniques. Students try out their ideas. They are encouraged to criticize and praise one another and evaluate my instruction. I do very little lecturing, but I do some occasional 'preaching.' People learn by doing." (Grace D., instructor.)

This particular "Learning Model" was experienced by about twenty-five young and middle-aged mothers in a "Parent Involvement in Head-Start Programs" course. Some of their children attended Head Start programs, several had begun their own nursery schools, and the rest were teacher aides, day care workers, and community representatives. The problems encountered, both in the classroom and in the field (i.e., in the classroom, the conflict between black mothers and Spanish-speaking mothers, as to who experienced more suffering and hardship in growing up; and, in the field, the conflict between administrators of a community project and the community members, as to representation on the planning committee), were handled by using the planning, preparing goals, and evaluation method, with such techniques as role-playing, individual reports, encounter groups, use of resource people, and some direct trial-and-error attempts.

B. Memorization vs. Integration

Memorization is an external function that is easily left behind, and forgotten. In human services core courses, as well as in practicums and electives, much has to be known about not only oneself, but also one's co-workers and the job one is doing or will do. Memorized facts and the actual process of memorization often leave students too far away from the real, experiential aspects of the practice. If, instead, the facts and the skills are integrated into the daily routine and activity of the student, learning becomes a natural activity, like the development of habits. The facts and skills follow from the necessity of the moment, and flow from the theory and realities of human growth and development, of education, of health and self-maintenance, and of principles of learning. For instance, to show teacher aides how children learn to read, a nonsense, symbolic alphabet was improvised, and the aides were asked to try to memorize their way to seccessful knowledge of the symbols. The difficulties with memorization were many, and so a method based on integration, rather than memorization, showed the aides a new way to teach reading.

Within this teacher aide program, a variety of techniques is used. Any new knowledge is constantly used and tested for validity and relationship to the job at hand, as well as for implications for other, related fields, and applications for the future. The program itself is constantly refreshed by input from teacher aides in their jobs. Present needs, as well as future ones, are, therefore, seen from both a practical and a theoretical view. Audio-visuals, simulations, role-playing, and practice itself supplement the usual discussion-lecture techniques. The audio-visuals involve extensive use of video-tape recorders, for replay of class involvements, or a stop-action analysis of "what would you do?" Problem-solving becomes a total experience, rather than a merely verbal one. Thus, an integrative approach does not divorce facts from practice, whereas memorization of facts is a process totally separate from the experience.

C. Social Sensitivity in Group Process

In teaching the dynamics of group process experientially, the teacher involves all the students in personal, interpersonal, and social awareness of groups and their various structures. An objective of the learning-by-doing method is for the student to be able to not only diagnose the group structure, but also practice the past and present learnings that can guide, coordinate and involve groups in constructive activity. As a "practitioner," the student learns to be observant by continually training his eye, and by learning to feel what others might be feeling and to open himself up totally to the physical, emotional, and verbal communication taking place between himself and others, both in the class and in the field.

A new tool for studying groups is explained each day, and the students are requested to use them wherever and whenever they can. They try to experience as many different kinds of group interactions as possible, e.g., sensitivity, therapy, brainstorming, and work groups. A final paper, which asks the student to apply and use group process principles in their own fields, is assigned. Sometimes, a daily log of group interaction, which can later be studied as a chronicle of group growth, is kept by the students.

D. Tradition in Progressive Teaching

"I teach because I want to. I enjoy teaching. (If I didn't, I wouldn't teach). I have a 'philosophy of education,' as well as a theory of how people learn best. In my opinion, teaching includes:

1. Understanding
2. Compassion
3. Acceptance (direct positive regard)
4. Empathy
5. Ability to motivate students
6. Competency in the subject area
7. Resourcefulness
8. Knowledge of behavior modification techniques
9. Dedication (concern)
10. Open-mindedness

11. Ability to relate to others and establish rapport
12. General scholarliness (respect for learning).

I find it extremely important to know what kinds of students are taking my course, and I ask them what their goals were in taking it. The essence and thrust of the course (and the requirements) are planned so as to be achieved by the class presentations, readings, and papers assigned, within specific behavioral objectives that are reflected in the comprehensive final written essay examination. The techniques I have used include:

1. Lectures
2. Class discussions
3. Group discussions and subsequent reporting (by groups) of the group's topic
4. Audio-visual techniques: films, displays/visuals, chalkboard
5. Resource speakers
6. "Handouts"
7. Papers to be written: critiques, research, final examination (in depth, take-home), concepts and generalizations paper.

They all have their own indigenous drawbacks. No one technique should be used to an extreme. I evaluate my student's performance on the basis of their written work and their attendance. I do not believe in being influenced, to any significant degree, by student's contributions (or lack of contributions) to class discussions. I judge my methods and techniques generally effective in terms of student's performance and responses, resourcefulness, achievement of objectives, quality of student's papers, and the insightful reactions of students." (John B., Instructor)

Methods and Techniques[18]

Although methodology and techniques can be drawn from the process of curriculum development described above, there do exist some very traditional teaching methods which can be radically altered for the better. Some of the major systems will be described, along with some indication of advantages, disadvantages, possible successful uses, cautions against some uses (syndromes), and workable suggestions towards creative uses. It must be remembered that no described system can be effective (that is, create relevant learning experiences and induce behavioral changes) for students unless that specific group of students affects the formation and the process of delivery. In other words, there are no fail-safe formulas. Each teaching-learning environment is unique, and any description of a course delivery system must be tailored to the specific situation.

Another major concern of human services courses, which must be kept in mind throughout this study of descriptions, is the necessary mixture of both relevant and comprehensive theory with real and situational practice. Despite the fact that this concern is expressed by all involved, in the actual reality of teaching and learning, expecially where objectives and tasks have not been spelled out, the practice remains shrouded behind layers of words and theory. The actual process of relating the real situation to theory is often so cursory that only the theory or only the

practice (or neither) is learned. For instance, teacher aides may get a broad theoretical understanding of how to teach reading and may learn the best procedures and methods for mastering reading skills. However, even if the teacher aide practices these methods, and uses this theoretical knowledge, there is no guarantee that he really knows what he is doing unless the theory makes sense with the practice. The practice confronts the teacher aide with himself, not simply with a body of knowledge. The involvement between the aide and his student is real, not just a game or a mock teaching session. In the following descriptions and analysis of methods and techniques, the concept of syndromes is presented. These syndromes are a descriptive tool, by which a method can be shown to have limitations, and by which it can be demonstrated that exclusive or unintelligent use of a method will result in a variety of undesirable symptoms of bad teaching and ineffective learning. Also, each syndrome will be accompanied by a variety of descriptive and evaluative quotes from an equal variety of educators and practitioners. Again, the validity of the methods, techniques, syndromes, comments, and conclusions are dependent on the particular situation and surroundings in which they might be utilized.

THE LECTURE

Purpose: To present factual material in a direct and logical manner; to present one point of view on a controversial topic; to introduce and open a subject for further study and general discussion; to interpret, clarify, and illuminate knowledge in a personal way.

Advantage: Suitable for large classes as well as small ones; suitable for presenting information that has not been heard before and that requires a careful exposition; helps to break into a subject for group discussion by presenting an overview; supplements or complements an audio-visual presentation; allows an expert, theorist, or other renowned figure to present information for class involvement, review, or discussion.

Cautions: Experts, even teachers, pretend or believe themselves to be the dispensers of sacred knowledge and will not allow criticism, dissention, or self-thinking by students (Hand of God Syndrome); good speakers who are well-informed on the subject at hand may be hard to find; experts are not always effective communicators or speakers; teachers can bore students by lecturing from old notes that do not take into account changes that would update the information and make it more interesting and vital (Broken Record Syndrome); the role of the audience or class can remain totally passive if the lecture is not coupled with feedback that allows critical or questioning response from the students; continual lecturing can foster class passivity and an un-critical desire for "pre-digested spoon-feeding", where the individual student faithfully takes notes, memorizes, and regurgitates information while integrating very little, if anything into his life (Soup-Kitchen Syndrome).

Syndromes: The Soup-Kitchen Syndrome is perpetuated by the instructor, the students, and years of uncritical thinking fostered by the present school system. The instructor comes to class very well prepared, with objectives, information, and required reading mixed in his stew (or he might even come ill-prepared), ready to dish out unequal portions that disappear into ever-ready mouths (for he realizes that students are each different). The students come to class, eager to make the loudest noises to get the most attention. Learning, if any, occurs somewhere in the haphazard middle, when the teacher grants that a student can refuse to be spoon-fed, and that predigested knowledge just might not be the student's ultimate salvation. It could also occur if the student sees himself as being more than a member of a wildly competitive flock, stumbling from nest to nest. The Hand of God and Broken Record Syndromes are related specifically to the lecture technique. To change from these syndromes presents challenges to both teacher and students. To recognize the syndromes at the time they are happening, and to correct them, takes much perception, self-assertion, and confidence. Usually, syndromes entanle the teacher and students through personal psychological hang-ups which definitely show up in class proceedings and in teacher/student satisfaction, communication, and learning. The lecture, expecially when over-used or entangled in a syndrome, loses its positive values and becomes a hindrance to learning.

Suggestions: Rather than focusing on the teacher and the subject,

focus on the student and the subject; seek questions that demand a personal response by each student, rather than providing answers; use the lecture to instigate activity and thought, rather than oblivious note-taking, boredom, and fear; use the lecture sparingly, interspersing the school term with other methods and techniques that more directly involve the students in conscious responsibility for the learning process.

Comments

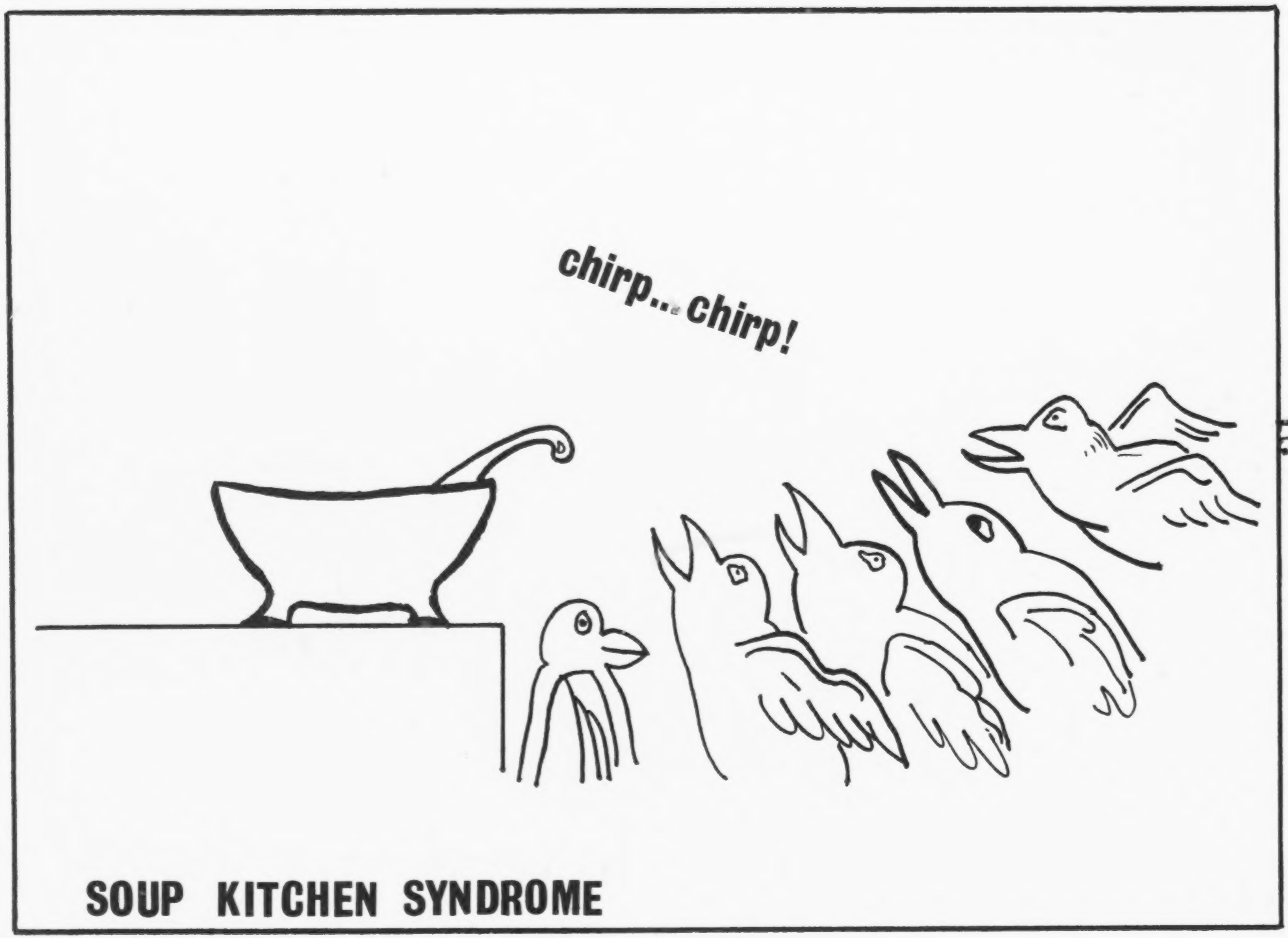
"Perhaps a working definition of the lecture is this: It is a process of verbal communication between one person and a group (though it may be one other) where the responsibility for that communication is carried and discharged by the one.... That which the student can find in print and to which he can have ready access is knowledge to which he can be directed and can be expected to absorb on his own. It has no place in a lecture.... The test of good learning is the student's own ability to organize...select, relate, and combine single and then group facts and ideas in a process of digestion and integration. ... One further purpose is served by the lecture...the purpose of expedience...." (Perlman[19])

"Student-centered teachers communicate with every student in the room, no matter how large the enrollment. Communicate here really refers to the message being delivered and that same message being received.... When a stand-up, podium-anchored lecturer makes a complex abstract concept concrete and relevant to the lives of students in front of him, he falls into the realm of the student-centered teacher." (Maslow[20])

"As the learner sits and listens, there is just no way in the world that you have of confirming what it is that you think they should be learning.... It is an incredible thing: how come we lecture? If in lecturing, particularly in terms of what it is he is supposed to be learning as seen by the instructor, why do we lecture? One, is that...it has become a faculty member's thing, it's his bit or stick--to lecture..." (Canfield[21])

"We have a large lecture session. It's funny to watch because every time a faculty member goes away from the lectern, the students stop taking notes, and as soon as he gets back, they write again." (Yelon[22])

"In an experiment by Mager, his question was, 'what would happen if the learner controlled the information role of the teacher as contrasted with the present teacher controlled role?' The one consistent finding, that was not anticipated, was the way in which learners consistently restricted the flow of information to them from the instructors on the outside.... The phenomena which surprised the experimenter was the very high frequency with which the instructor would supply more information than the learner requested. This was made clear by the fact that repeatedly the learner would turn off the information that the instructor wanted to supply the learner. But



SOUP KITCHEN SYNDROME

HAND OF GOD SYNDROME

even more informative, was the observed fact that even after the learner had turned off the professor's television camera, and the professor knew that his camera was turned off, the professor continued his explanation to the dead television camera despite the fact that he knew it was no longer operative. Mager concluded that the role of information supplier to students is a need felt more by the instructor than by the student." (Edling[23])

DISCUSSION METHOD

Purpose: To seek, identify, and explore the solutions to problems and to develop plans of action; to change attitudes through examination and discussion of information; to analyze and critique the information gathered from a lecture, a panel, or any other presentation; to gather together the resources, opinions, and ideals of a variety of students and teachers for mutual teaching/learning.

Variations: Brainstorming makes creative thinking more important than practical thinking. Members present as many new ideas as possible for evaluative discussion by a group and for the purpose of developing creative thinking. All members of the group can be encouraged to participate in finding solutions to problems previously insoluble. The Buzz Session directly involves every member of a large class or audience in the discussion process. Each member in sub-divided small groups contributes his ideas to gather questions, critiques, or suggestions for a panel, lecture, or other presentation. The Seminar is made up of people engaged in specialized study and led usually by a recognized authority in order to study a subject in depth where detailed, systematic discussions and inquiry can occur. The Seminar can also be used with large classes (up to one hundred students). In an existing program, the students can earn credit for various related courses (from one course to four or five) taken during a four hours a day, four days a week class schedule. Within the interconnected classrooms, a variety of teachers, assistant teachers, and teacher aides would be facilitating the teaching-learning process with lecture classes, small group discussions, films, skits, and encounter groups. Panels and group presentations are other means of fostering information flow among students for discussions.

Advantages: Encourages the full and free participation of all members of the group; consensus can be studied as an interpersonal problem as well as developed and used democratically; the abilities, knowledge, and experience of all members of the group are pooled to reach a common goal; can be used to supplement or complement a lecture, panel, or similar presentation to involve students in feedback; can be used to break a large class into smaller groups where fruitful interaction can take place; can be used in either tightly or loosely structured situations.

Cautions: Group discussions are time-consuming, particularly if the group includes people of diverse backgrounds; a small number of members or an authoritarian member may dominate the group (Our Gang Syndrome); topics are sometimes never adhered to and sometimes there is no recognition and effecting of goal-oriented action (Balloon-Man Syndrome); discussions cannot occur freely where there is no eye-contact (Phalanx

Syndrome); emotional and intellectual interactions can be both positive and negative, and should be under some guidance by the teacher (Invisible Man Syndrome).

Syndromes: The Our Gang Syndrome is applicable in any teaching/learning situation, and is a variant of the Teacher's Pet Syndrome. Within a discussion group, the teacher maintains ultimate control by recognizing, commenting upon, and praising only those students whom he favors, for a variety of emotional and intellectual reasons. This leaves many students unrecognized as students or even as people. Of course, the teacher may rationalize by stating that only some students want to learn, while others keep themselves away from participation. The Teacher's Pet Syndrome is the easiest to fall into, since all teachers, being human and needing strokes and attention, can respond more favorably to students who respond most favorably to them. Although those students identified as "Our Gang" members may be learning a lot, the rest of the class flounders with lack of attention and concern. The Phalanx Syndrome can be found in any teaching situation, but is most devastating when interaction in a discussion is desired. The Invisible Man Syndrome depicts the loss of teacher's guidance in discussions or student group presentations. His influence as guide and facilitator in discussions is invaluable when needed. Some educators feel it is the duty of the instructor to fade away from the discussion when student interaction seems to be a more significant learning experience than the participation of the teacher himself. This by itself is not a syndrome. Only when the teacher's guidance is needed and he fails to exert his influence, does it become a lost learning experience. The Balloon-Man Syndrome has two variants: the teacher can be exerting all the control on the discussion, or the students can have total control. Sometimes the students make a game of trying to lure the instructor away from the topic. This should be understood as one feeble way the students have of expressing their dislike of or confusion about the need to discuss a particular topic.

Suggestions: Provide students with the opportunity to rearrange the class, to present ideas for discussion, to talk from experiential (not just theoretical) backgrounds, and to be open (by the teacher himself being open); informal discussion tend to loosen everyone up to more easily express emotions, as well as ideas; honesty and criticism in the group process should be handled within the class as part of the actual discussions (especially in the human services, where people-contact is usually at a maximum); use the discussion fruitfully, interspersing the school term with other methods and techniques that also involve the students in taking conscious responsibility for the learning process.

Comments

"Now it is relatively easy to impose a pattern on a lecture... but in a discussion every one of 25 or 30 men has a right to shove the tiller in any direction he pleases. Since there must be an atmosphere of freedom, the instructor must be willing to go up side tracks and come back. His imagination must swarm with connecting

links, factual illustrations, answers to unexpected questions. He must moreover know how to correct without wounding, contradict without discouraging, coax along without coddling." (Barzun[24])

"He points up how his own creativity was increased through his participation in [a] group, and comments that 'the effectiveness of the group members consisted in their sense of freedom to explore possibilities, in their devotion to elegant solutions, and in the interplay among them that, in effect, made each man stronger in the group than individually.' "We have known too, the deep frustration, the irritations, the diminished sense of self that result from participation in a group whose members may labor long, but whose major production may be rather shabby, forlorn ideas and a mighty accumulation of hostilities, anger at self and others, and a determination never to become involved again." (Somers[25])

"Discussion is thinking out loud together with others....(Emotions may be involved...but the conscious effort is to hold emotion in check... If emotion breaks loose, rational communication breaks down.).... The teacher who teaches by discussion without a working outline runs many risks...his own sense of comfort [and] equilibrium that is essential to his being able to listen to others, follow and remember their arguments.... Even the outline, which after being set down is never used, is reassuring ...." (Perlman[26])

"It is in these seminar groups that I get to know each student personally.... My entire approach to the course is designed for the students to learn rather than any simplicity in the teaching method." (Maslow[27])

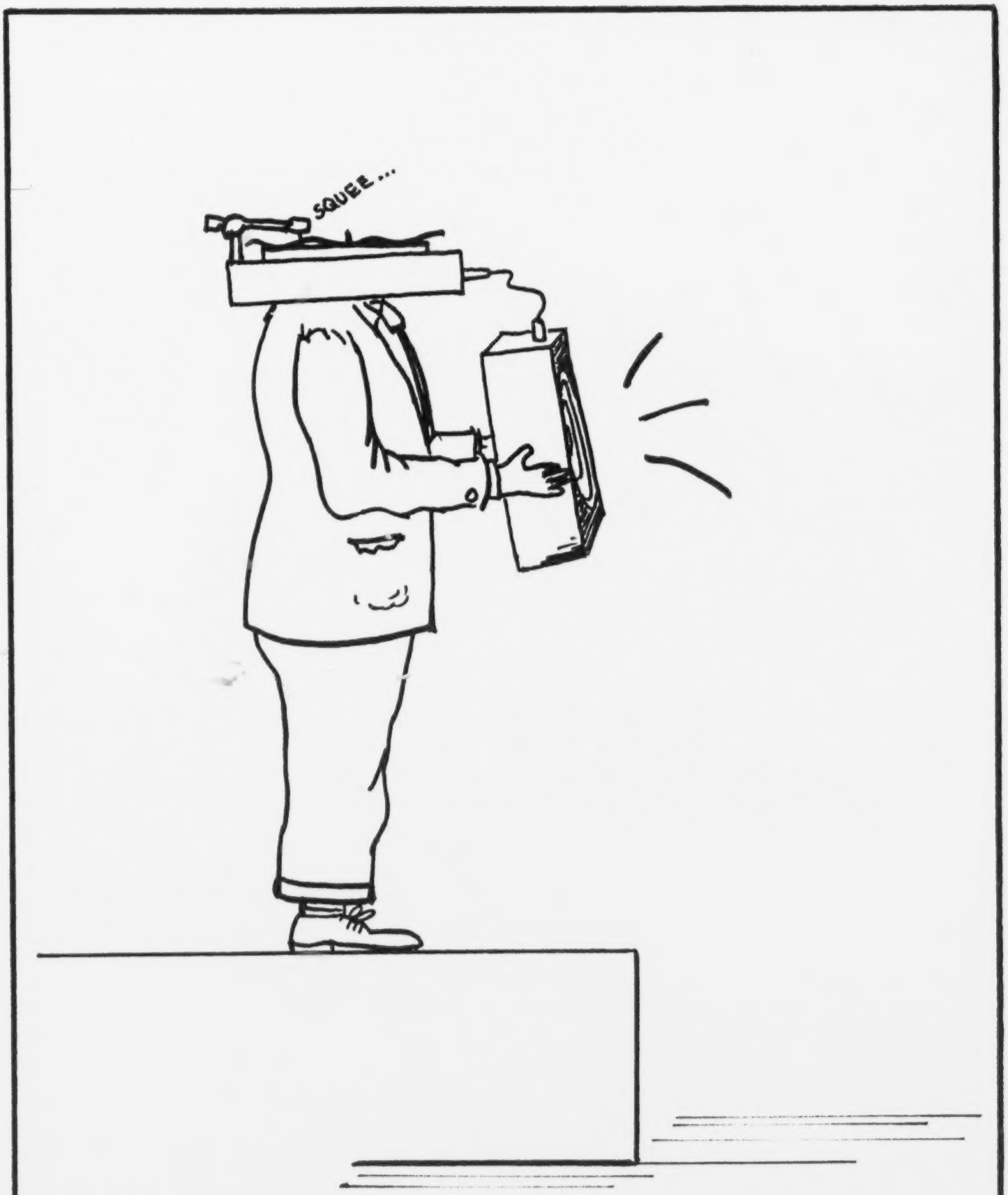
"The atmosphere in a learner-centered class should be one of freedom and openness where both convergent and divergent thinking are welcomed and rewarded...that memorization is not expected and that emphasis will be on concept learning rather than mere retention of facts." (Adams[28])

"You can trust the student. You can trust him to desire to learn in every way which will maintain or enhance self; you can trust him to make use of resources which will serve his end; you can trust him to evaluate himself in ways which will make for self-progress; you can trust him to grow, provided the atmosphere for growth is available to him." (Rogers[29])

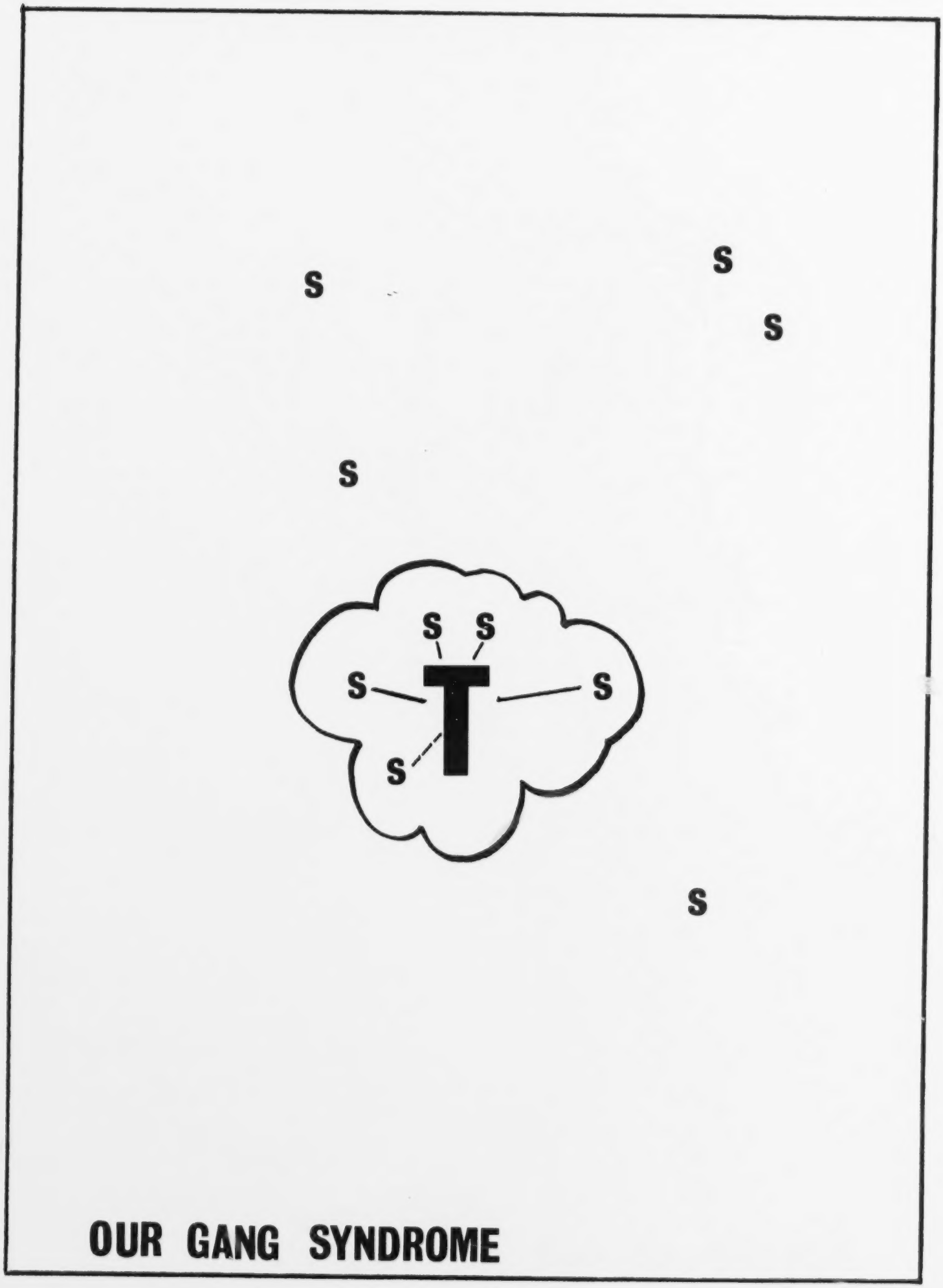
SIMULATION AND REALITY TECHNIQUES

Purpose: To present, whether in a real situation or in a simulated one, some degree of resemblance to real-life situations that the student encounters, has encountered, or will encounter, in order to examine and provide insight into methods, techniques, dynamics, and problems inherent in those life situations.

Variations: Role-playing participants make attempts at acting out experiences to real-life situations in front of the class. Without a script, they assume specific roles and make up their parts as they go along. A discussion follows to examine the delicate problems of human



BROKEN RECORD SYNDROME



OUR GANG SYNDROME

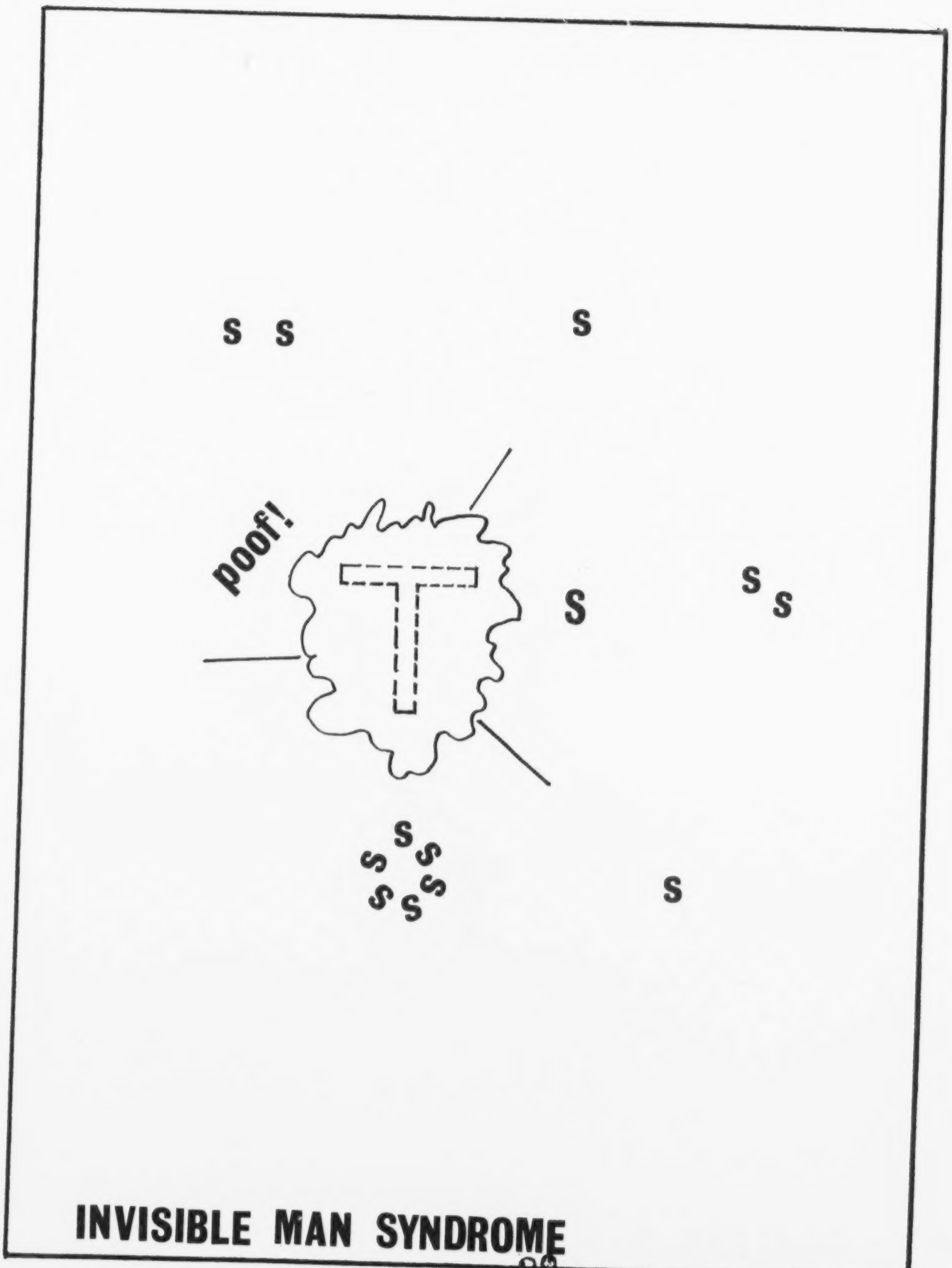
13_S etc.!

7_S 8_S 9_S 10_S 11_S 12_S

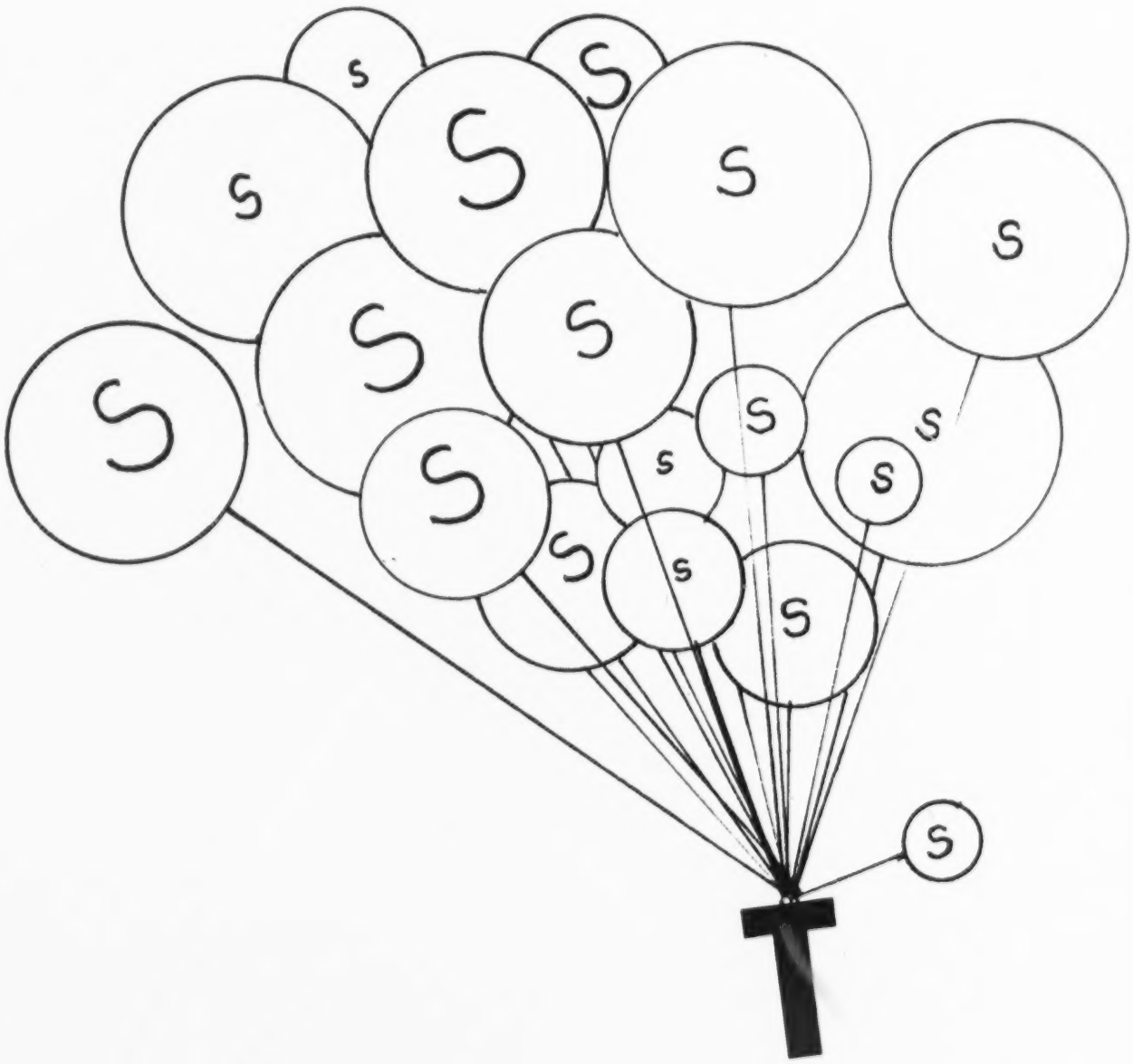
1_S 2_S 3_S 4_S 5_S 6_S

T

PHALANX SYNDROME



INVISIBLE MAN SYNDROME



BALLOONMAN SYNDROME

"AH–HA! I'VE GOT YOU TRAPPED!" SYNDROME

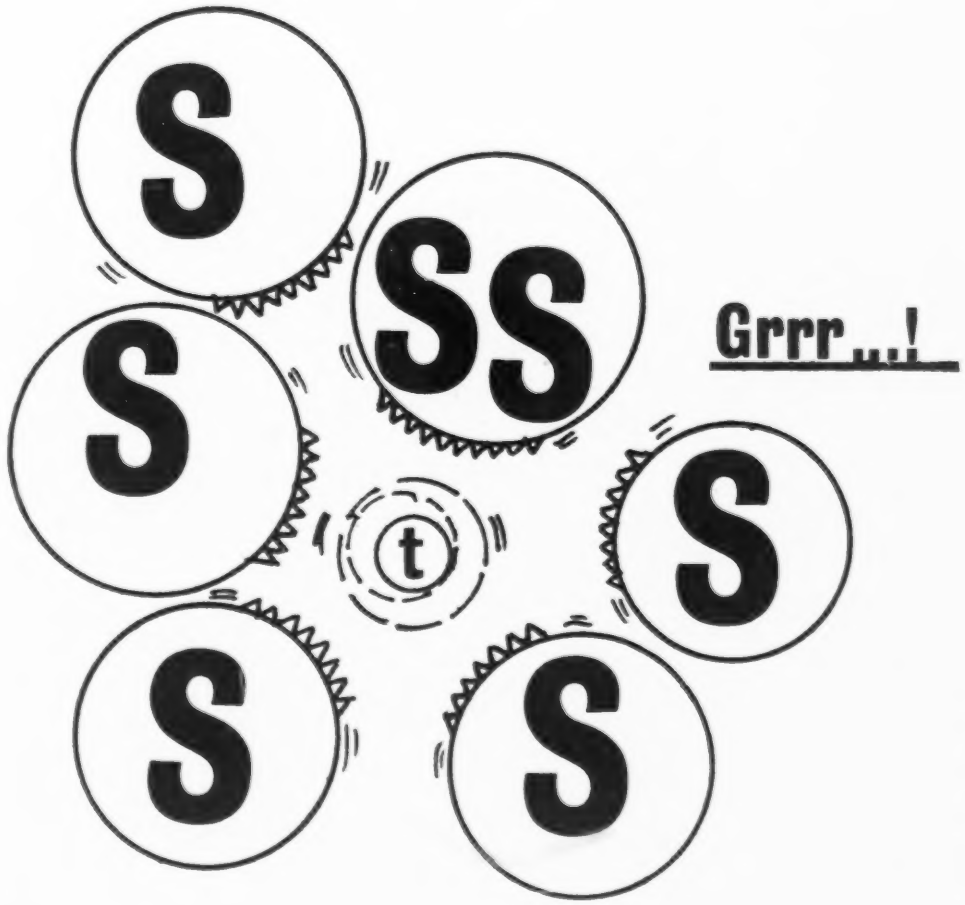
relations which usually involve personalities of differing opinions and backgrounds. The Case Study gives a detailed account of an event or a series of related events or people. The discussion following its presentation probes the problems of the event or people, and relates the problem, the solution, and the problem-solving method to the topic of the class. The case can be hypothetical or real, as long as it presents the problem in real terms, interests students, and is relevant to the class. Audio-visual techniques are so numerous and varied as to require the many books that already discuss them. Overreliance on audio-visuals as teachers, lack of follow-up discussions, or primary focus on the equipment, rather than on learning, stifles students who need more real contact with practical and relevant situations and people. Field Trips give students a taste of a reality situation, supplementing lectures with some individual experiences.

Advantages: These are dramatic ways of presenting problems and stimulating discussions; possible solutions can be explored without the dangers inherent in a real-life trial-and-error approach; in the role-play (as in the related techniques of episodes, skits, interview, and demonstration) the students are given an opportunity to assume the personality of another human being--to think and act like him, and, perhaps, see the problem from another perspective.

Cautions: Some people may be too self-conscious to involve themselves in a role-play; case studies could be irrelevant to the class at hand; the emotional involvement in simulation of any kind must not frighten away students through insensitive responses from the instructor or the students ("AH-HA! I've Got You Trapped!" Syndrome); if the teacher himself feels insecure, his emotional problems and lack of preparation might overwhelm him in the midst of involvement with his students, whose emotions might also be more readily exposed (Shudder or Snakepit Syndrome); audio-visuals might become more important than the welfare of the students.

Syndrome: The "I've Got You Trapped" Syndrome comes from the value system that delights in proving another wrong. It applies to very competitive students who feel vindicated when receiving higher test scores than....others (or feel trapped by smaller scores), or who question the instructor, and others, purely for the sake of finding them wrong. It applies to the teacher who ridicules a student for an undesired response, or hangs the threat of grades over students, in order to get a desired response. The Shudder or Snakepit Syndrome applies to an encounter or sensitivity session that turns ugly, as they can, if guidance and control are inefficient. The teacher then feels totally overpowered, very much like being in a hospital ward of psychotics. In either of these syndromes, emotional stability, control, and confidence, with intellectual sensitivity and real capability for and knowledge of the dynamics of human relations can make emotionally charged situations real learning experiences.

Suggestions: Simulation necessitates the teacher's real experiential knowledge of those situations to be simulated, or, at least, a grasp of the dynamics inherent in human relations, which in itself can be applicable and used as the basis for experimentation. Behavioral objec-



Grrr...!

SHUDDER OR SNAKEPIT SYNDROME

tives for both teacher and students help to keep the course-work in line with the goals of the course itself. The burdens of teaching/learning experiences must be shared by the students also, for only when they take personal responsibility for their learning will simulation work effectively.

Comments

"[The student in the classroom] can test his analytic skills in the context of a living group--the classroom itself--of which he is a part, that makes demands on him as a member, and that replicates many of the problems about which he is studying. The class is thus a rehearsal stage where one can speculate and try things out without fear of hurting anyone." (Schwartz[30])

"Films, audio-visual aids, and other such devices may have the short-run effect of catching attention. In the long run, they may produce a passive person waiting for some sort of curtain to go up to arouse him. We do not know." (Bruner[31])

CONCLUSIONS AND RECOMMENDATIONS

Learning and teaching function within the person, for ourselves, and with others. Each process pulls at the knowledge and the memory of past experiences in us, pushing us toward what might be called satisfaction, achievement, fulfillment. Where are these things? Are they to be found in the volumes of books, the reels of film, or the sounds of many years of classrooms echoing in our experience, all of which we grasp in the hope of making some changes in the crises of the world? Are they to be found in the describing, sorting, and classifying of methods, theories, and syndromes? Or are these only minor concerns? In an age where so many crises infringe on personal well-being, the merewriting or reading about teaching methodology, about theories of learning, and about advances in human services, seem paltry compared to the vast extent of what needs to be done.

This paper has presented a few ideas and suggestions for possible learning experiences. The ideas of student-centeredness, of eclectic learning theories, of the systems approach to curriculum development, of methods derived from content, are not new ideas within the whole of education or the human services. However, personal as well as world problems have beginnings and roots. The point of education is to make constructive changes in people at their roots, while at the same time maintain a society conducive to change. Therefore, the hearty recommendation of this paper is that its readers implement, wherever and whenever possible, the changes that are necessary, but, most importantly, must come changes in ourselves--in our teaching and learning practice.

APPENDIX: Teaching Methods in Human Services Survey

Career Options Research and Development

Your answers to the following questions shall be used as part of a research paper for an HEW, Bureau of Education-funded analysis of current and innovative teaching and curriculum development methods in the human services. I would appreciate as realistic a description and assessment of your preparatory and delivery methods as possible. Please answer all questions pertinent to yourself briefly.

Thank you.

Name _____

Courses Teaching Presently _____

Term _____

1. How long have you been teaching? At which levels? Have you ever been taught to teach at the primary school level?

2. If you have a degree, do you feel that it has prepared you adequately?

3. Why do you teach? Do you have a "Philosophy of Education" or a theory of how people learn best?

4. What are the criteria or characteristics of a good and effective teacher?

5. Where do you get your information, and how do you pull it together?

6. Is it important to you to know what kinds of students are taking your course? Do you ask what the students want from the course before you start?

7. What are the methods that you have used? Are there any drawbacks to them? Are there any specific instances of extremely good response and/or extremely bad response? Which method do you prefer?

8. When you are in the process of teaching, do you know where you want the students to be when the class session is over? Do you have daily objectives? How do you feel if you do not achieve them on schedule?

9. What kinds of assignments do you give your students? How do you evaluate students' performances?

10. How do you evaluate yourself and your performance or effectiveness as a teacher? How do you know the effectiveness of your methods?

FOOTNOTES

1. Bruner, J. S. The Process of Education, pp. 1-16.

2. Dewey, John. Experience and Education, pp. 5-6.

3. Monroe, W. S. History of the Pestalozzian Movement in the United States, pp. 215-233.

4. Montessori, Maria. The Absorbent Mind.

5. Dewey. Experience and Education.

6. Neill, A. S. Summerhill.

7. Education, training, and rehabilitation are each part of the human services, either in the schools or in the agencies. Ideally, the needs in each area are supplemented by the resources of the others. However, the reality is that each remains separate, distrustfully aloof, even when working together.

8. Smith, B. Othanel. Teachers for the Real World, p. 1.

9. Ibid., pp. 3, 28, 48.

10. Tropp, Emanuel. "Authenticity in Teacher-Student Communication." Teaching and Learning in Social Work Education, p. 14.

11. Dewey. Experience and Education, pp. 17-27.

12. Ibid., p. 17.

13. Hendren, Howard. "A Brief Examination of Human Growth and Development," p. 6.

14 Dewey. Experience and Education, p. 19.

15. Rogers, Carl. Freedom to Learn, p. 134.

16. Postman, Neil and Cahrles Weingartner. Teaching as a Subversive Activity, pp. 25-38.

17. The Systems Approach is a scientific procedure, often applying mathematical models, to deductively organize human, ecological and logistical resources in relation to need, in order to induce the most effective and efficient scope of work to achieve desired goals and objectives. For further definitions and methodology, see "Theory and Methodology of Human Services Functional Task Analysis Data System" by George Kich, published by ERIC.

18. Descriptions and definitions in the following section have been liberally modified from Twenty-Four Group Methods and Techniques in Adult Education, E.S.C., Washington, D.C., 1970.

19. Perlman, H. H. "The Lecture as a Method in Teaching Case Work," pp. 2, 4, 9.

20. Maslow, Richard. "A Positive Stand on Student-Centeredness in Teaching: A Matter of Definition," p. 2.

21. Canfield, Dr. Alfred. "An Instructional Systems Overview," in Update # One: A Report of the Beginning Efforts in Instructional Development at William Rainey Harper College.

22. Yelon, Dr. Steven. "The Use of Objectives and Task Analysis in Teaching Psychology" in Update # One, p. 7.

23. Edling, Dr. Jack. "Teaching Research and Evaluation of Instruction" in Update # One, p. 8.

24. Barzun, Jacques. Teacher in America, p. 40.

25. Somers, M. L. "The Small Group in Learning and Teaching," p. 1, quoting Jerome Bruner, On Knowing--Essays for the Left Hand. Harvard University Press, 1962, p. 11.

26. Perlman, H. H. "Teaching Case Work by the Discussion Method," pp. 1, 5, 14.

27. Maslow. "A Positive Stand on Student-Centeredness," p. 3.

28. Adams, John C. "The Effectiveness of Small Group Interaction as Opposed to Teacher-Centered Instruction," pp. 8-9.

29. Rogers, Carl. "Student-Centered Teaching," Client-Centered Therapy, p. 427.

30. Schwartz, William. "The Classroom Teaching of Social Work with Groups," pp. 3-11.

31. Bruner. The Process of Education, p. 72.

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